

Occupational specialism assessment (OSA)

**T Level Technical Qualification in Education and Childcare**

v3.2: Specimen assessment materials

September 2021

603/5829/4

Internal reference: EAC-0009-02

Early Years Educator

Assignment 2

Competence observation criteria

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# Early Years Educator Marking Criteria

# Tutor Guidance

This pack contains the mandatory forms which must be used by Providers to gather evidence for each student for Assignment 2 Part 1 to make a final assessment decision on their competence against the Early Years Educator criteria.

The forms and criteria should be used to record each student’s achievement against the essential Early Years Educator criteria, to ensure they have achieved competence against **all** criteria by the end of their qualification.

Students must have achieved competence in all criteria before they can be considered for achievement of an Early Years Educator Technical Qualification.

Observations for assessment should not take place until the Provider is confident that the student will be able to show an appropriate level of achievement during the observation.

**All completed forms and final assessment decisions must be submitted to NCFE by the submission deadline in the final year of the T Level qualification.**

The table below provides guidance on the use of the forms in this pack.

|  |  |
| --- | --- |
| Initial Observation Planning Form | This form should be used to plan the first observation the Assessor will make of the student on their industry placement. This form will detail the date of the first observation, the intended activity to be observed and the criteria expected to be covered. This form must be shared with the student prior to the observation taking place. |
| Observation Of Skills Recording Form | This form should be used to make a narrative record of each planned observation conducted by the Assessor. Each observation form must be numbered for referencing purposes. The observation narrative must be linked to the specific criteria during the observation. |
| Professional Discussion Form | Where relevant, and only for specified criteria, professional discussion can be used to confirm a student’s understanding. In these instances, this form should be used. It must be numbered with the same number as the Observation of Skills Recording Form, and be linked to the criteria that the Assessor feels have been covered during the discussion.  Criteria where Professional discussion is allowed as a method of Assessor judgement, are marked as such in the list of criteria in this document. |
| Future Planning Form | This form should be used after each observation to confirm plans for any future observations. |
| Criteria assessor judgement guidance and assessment justification | These forms must be used to capture an assessment judgement for each criterion, with a justification linking back to the relevant evidence on the Observation of Skills Recording Forms, and any Professional Discussion Form.  These forms should be completed to some degree after each observation, for example to record an initial justification for a particular judgement against a particular criteria, but they should only be completed in full after all observations have been carried out and the Provider is ready to submit the student’s evidence for final TQ achievement. |
| Final Assessment Judgement Form | This form should be used to confirm a final judgement of the student’s competence against the EYE criteria as a whole. There will be a deadline in the final year of each student’s T Level qualification for these final marks to be submitted. |

**T Level Technical Qualification in Education and Childcare (603/5829/4)**

**Assignment 2 Part 1: Recording Forms**

Occupational Specialism: Early Years Educator

**Assessor instructions**

Please complete the details below clearly and in BLOCK CAPITALS.

|  |  |
| --- | --- |
| Student name | Click or tap here to enter text. |
| Provider name | Click or tap here to enter text. |

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| --- | --- | --- | --- | --- |
| Student number | Click or tap here to enter text. | Provider number | Click or tap here to enter text. |  |

|  |  |
| --- | --- |
| Student signature |  |
| Assessor signature |  |

# Initial Observation Planning Form

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

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| Student name | Click or tap here to enter text. | Provider | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | Employer | Click or tap here to enter text. |

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| Planned activity | Structured observation number, and Criteria to be covered |
| Click or tap here to enter text. | Click or tap here to enter text. |

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| **Assessor signature** |  | Date | Click or tap here to enter text. |

# Observation of Skills Recording Form

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

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| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Date | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | | |
| Observation number | Click or tap here to enter text. | | |

| **Record of observation** | **Criteria** |
| --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student name and signature** |  | Date | Click or tap here to enter text. |
| **Assessor name and signature** |  | Date | Click or tap here to enter text. |

# Professional Discussion Form

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

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| --- | --- | --- | --- |
| Student name | Click or tap here to enter text. | Assessor name | Click or tap here to enter text. |
| Date and time of discussion | Click or tap here to enter text. | Observation number | Click or tap here to enter text. |

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| --- | --- |
| Record of the discussion. Please include:   * people present * what you discussed/questions/answers | Criteria |
| Click or tap here to enter text. | Click or tap here to enter text. |

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| Student signature |  | Date | Click or tap here to enter text. |
| Assessor signature |  | Date | Click or tap here to enter text. |

# Future Planning Form

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

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| Student name | Click or tap here to enter text. | | Assessor name | Click or tap here to enter text. |
| Most recent observation number | | Click or tap here to enter text. | | |

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| **Future planning/Observation objectives** |
| Click or tap here to enter text. |

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| Student signature |  | Date | Click or tap here to enter text. |
| Assessor signature |  | Date | Click or tap here to enter text. |

# Final Assessment Judgement Form

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| **T Level Technical Qualification in Education and Childcare (603/5829/4)** |

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| Student name | Click or tap here to enter text. | Provider | Click or tap here to enter text. |
| Assessor name | Click or tap here to enter text. | Employer | Click or tap here to enter text. |

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| **Confirmation that all criteria are achieved at a level of Competence** | YES / NO |

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| --- | --- | --- | --- |
| Student signature |  | Date | Click or tap here to enter text. |
| Assessor signature |  | Date | Click or tap here to enter text. |

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| **Early Years Educator reference** | Partial 1.7 |
| **Criteria** | Implement a range of pedagogical strategies to support children’s early literacy skills. |
| **Assessed skills** | Student demonstrates:   * story telling * guided reading * role play * systemic synthetic phonics * songs and nursery rhymes. |
| **Professional discussion allowed?** | Yes - include professional discussion to complement observation. The professional discussion **must not** be used as an alternative but may be used to complement understanding, in particular EYE criteria 1.7: Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy. |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Inconsistent or limited use of strategies to support literacy.  Lacks confidence in using strategies to support children’s early literacy skills. | Consistently implements appropriate strategies to support emergent literacy.  Confidence is demonstrated when using strategies to support children’s early literacy skills. |

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| **Assessment justification** |
| Observation and professional discussion. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 1.1 |
| **Criteria** | Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7 |
| **Assessed skills** | Children’s development patterns to include:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited understanding of the expected patterns of children’s holistic development from 0–7 years. Some significant key milestones are identified in holistic development. | Significant milestones in a child’s holistic development from 0–7 years are described with examples in the following areas:   * cognitive * speech, language and communication development * literacy and numeracy * physical * emotional * social * neurological and brain development.   The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding. |

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| **Assessment justification** |
| There may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.  This criteria must be achieved in full:  Professional discussion must demonstrate an **understanding of the student’s understanding of the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7.**  **Children’s development patterns to include:**   * **cognitive** * **speech, language and communication development** * **literacy and numeracy** * **physical** * **emotional** * **social** * **neurological and brain development.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 1.4 |
| **Criteria** | Children’s learning and development in relation to their stage of development and individual circumstances. |
| **Assessed skills** | Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| The student’s response is limited, making reference to one or more factor/s that may impact on learning and development. There is no analysis and limited explanation. | The student’s response explains one environmental and one biological factor impacting learning and development in children. Analysis is attempted through example to evidence how the stage of development and learning of children is affected by their stage of development and individual circumstances. |

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| **Assessment justification** |
| Professional discussion (typical and atypical), and there may be application of this understanding in the 3 observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.  This criteria must be achieved in full:  **Through the professional discussion the student must be able to:**   * **analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 4.1, 4.2, 4.3 |
| **Criteria** | Continued professional development. |
| **Assessed skills** | Explain the importance of continued professional development to improve own skills and early years practice.  Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).  Good command of written and spoken English |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| The response defines continued professional development (CPD) and offers a limited explanation, identifying a weak rationale for participating in continued professional discussion. The student has developed a plan for CPD but this is limited. Good command of written and spoken English. | The response given explains continuous professional development supported by the use of examples. Reasons for participating in CPD are limited to the developing skills of the practitioner. The student has developed a plan for CPD reflecting own strengths and interests. Good command of written and spoken English. |

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| **Assessment justification** |
| This criteria must be met through professional discussion  **Good command of written and spoken English** *(spoken aspect in professional discussion and written in Assignment responses 1-3)*  **Explain the importance of continued professional development to improve own skills and early years practice**  **Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 3.1, 3.2, 5.9 partial for observation and planning records |
| **Criteria** | Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities. (5.9–planning, observation and assessment records) |
| **Assessed skills** | Student demonstrates:   * using observational assessments to identify children’s current mathematical understanding * supporting children’s mathematical understanding during play and structured opportunities |
| **Professional discussion allowed?** | Yes - include professional discussion to complement observation. Professional discussion **must not** be used as an alternative but may be used to compliment understanding |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Observations and assessments of children’s mathematical understanding have limited accuracy, or are inconsistently used in planning or providing play or structured activities that support their mathematical skills. | Observations and assessments of children’s mathematical understanding are used to plan or provide appropriate play or structured activities that support their mathematical skills.  This is evident through appropriate planning or provision of activities or play resources to support next steps in children’s mathematical development.  Recording documentation for observations must be included. |

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| **Assessment justification** |
| This criteria must be achieved in full using direct observation and may be complemented by professional discussion  **Use observational assessments to identify children’s mathematical skills and foster these skills through play and structured opportunities (5.9–planning, observation and assessment records)**   * **uses observational assessments to identify children’s current mathematical understanding** * **supports children’s mathematical understanding during play and structured opportunities** |

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| **Early Years Educator reference** | 1.2, 1.8 |
| **Criteria** | Promote secure attachments with children.  Understand the significance of attachment. |
| **Assessed skills** | The student demonstrates:   * meeting individual needs through care routines * being responsive and sensitive to the child’s likes, interests and needs   Through follow up discussion, the student demonstrates understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:   * moving to school * starting and moving through day care * birth of a sibling * moving home * living outside of the home * family breakdown * loss of significant people * moving between settings and carers. |
| **Professional discussion allowed?** | Yes - use of professional discussion to demonstrate knowledge of 1.8. |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited confidence or inconsistency in responding to children’s needs or preferences.  Limited confidence or inconsistent ability to meet individual needs evident during care routines. | Promotion of secure attachments is demonstrated through appropriately and consistently meeting children’s needs, interests or preferences.  Student demonstrates an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:   * moving to school * starting and moving through day care * birth of a sibling * moving home * living outside of the home * family breakdown * loss of significant people moving between settings and carers.   Confident to meet children’s individual needs through care routines. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation and professional discussion. The student must show sensitivity to the needs of children during significant transition and the discussion should demonstrate the student’s clear understanding of the significance of attachment.  **Promote secure attachments with children** (via direct observation)  **Understand the significance of** **attachment** (via professional discussion)  The student demonstrates:   * **meeting individual needs through care routines** * **being responsive and sensitive to the child’s likes, interests and needs.**   Through follow up discussion, the student must show an appreciation of how to prepare and support children through transitions and significant events in their lives to include:   * **moving to school** * **starting and moving through day care** * **birth of a sibling** * **moving home** * **living outside of the home** * **family breakdown** * **loss of significant people** * **moving between settings and carers.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 1.5, 1.10 |
| **Criteria** | Promote equality of opportunity and anti-discriminatory practice  Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances |
| **Assessed skills** | The student demonstrates:   * ensuring individual needs and interests are considered in planning and provision of resources * celebrating diversity of culture and family backgrounds within the setting,   modelling appropriate behaviour and where appropriate is confident to challenge discrimination. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited ability to consistently follow policies and procedures to promote equal opportunities.  Lacks confidence in recognising and addressing discriminatory practice | Consistently follows setting equality policies and procedures.  Shows confidence to recognise discriminatory behaviour and address with minimal prompting. |

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| **Assessed skills** | Through follow up discussion, student demonstrates understanding of:  the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances  the setting’s policies and procedures related to equality of opportunity and anti-discriminatory practice |

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| **Marking bands** | |
| **Working towards competence** | **Competence** |
| An awareness of setting equality and anti-discrimination policies and procedures is shown, although not always incorporated into own practice. | Awareness of equality and responds to show some ability to challenge discriminatory behaviour. |

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| **Assessment justification** |
| The criteria must be achieved in full via direct observation and professional discussion  **Promote equality of opportunity and anti-discriminatory practice** (in each observation)  **Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances** (through professional discussion)  The student demonstrates:   * **ensuring individual needs and interests are considered in planning and provision of resources** * **celebrating diversity of culture and family backgrounds within the setting** * **modelling appropriate behaviour and where appropriate is confident to challenge discrimination.** |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 1.3, 1.6, 1.9, 2.1, 2.2, 2.3, 2.10, 2.11, 3.3, 5.9, (5.9 planning) | |
| **Criteria** | Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum. | |
| **Assessed skills** | The student demonstrates:   * planning to support children’s areas of learning and development in the current early education curriculum, with reference to underpinning theories and philosophical approaches * planning to meet the needs (including additional needs if relevant) of all children to enable them to progress * appropriate use of individual children’s information to inform planning * appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum.   Through follow up discussion, student demonstrates understanding of:   * how to recognise when a child is in need of additional support * the needs, interests and stages of development of individual children * maintaining accurate planning reports and observation and assessment reports * explaining the importance of the Prime areas of learning for children’s holistic development * understanding the current early education curriculum requirements * understanding a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice * how planning is informed by working alongside parents and other professionals | |
| **Professional discussion allowed?** | Yes | |
| **Assessor judgement guidance** | | |
| **Working towards competence** | | **Competence** |
| Limited or inconsistent use of planning and information to support children’s learning and development needs.  Lacks confidence in leading/facilitating children’s planned activities and/or play opportunities. | | Planning and use of information (informed by working alongside parents and other professionals) demonstrates ability to support all children’s needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.  Confidence in leading/facilitating children’s planned activities and play opportunities to support learning and development effectively. The student is able to show an understanding of a range of underpinning theories and philosophical approaches to how children learn and develop and how this is applied in early years practice. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion:  **Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.**  **The student demonstrates:**  **Direct Observation:**   * planning to support children’s areas of learning and development in the current early education curriculum * planning to meet the needs (including additional needs if relevant) of all children to enable them to progress * appropriate use of individual children’s information to inform planning * appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum.   **Professional Discussion**  Through follow up discussion, student demonstrates understanding of:   * how to recognise when a child is in need of additional support * the needs, interests and stages of development of individual children * maintaining accurate planning reports and observation and assessment reports * explaining the importance of the Prime areas of learning for children’s holistic development * the current early education curriculum requirements. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 2.6 |
| **Criteria** | Support and promote children’s speech, language and communication development using a range of strategies. |
| **Assessed skills** | The student demonstrates:   * using visual aids and signs in the environment * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and story telling * following children’s leads and giving children time to respond * using an interpreter   1:1 support. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent use of strategies to support and promote children’s speech, language and communication.  Lacks confidence in implementing strategies to support and promote children’s speech, language and communication. | The student demonstrates a range of strategies to support and promote children’s speech, language and communication development. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation or professional discussion  **Understand a range of strategies to support and promote children’s speech language and communication development.**  **Direct Observation:**  **The student demonstrates:**   * using visual aids and signs in the environment * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and story telling * following children’s leads and giving children time to respond * using an interpreter * 1:1 support.   **Professional Discussion:**  Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 1.7 |
| **Criteria** | Understand systemic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. |
| **Assessed skills** | The student demonstrates:   * systemic synthetic phonics * using visual aids and signs in the environment to support emerging mathematics * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and storytelling to support emerging mathematics * following children’s leads and giving children time to respond * using an interpreter * 1:1 support. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| The response defines systemic, synthetic phonics and attempts to make connections with early literacy and mathematics. The evidence is mostly derived from literature | Appropriate use of a range of strategies for developing early literacy and mathematics to demonstrate an understanding of systemic synthetic phonics to promote children’s emerging literacy and mathematical concepts.  The response explains systemic synthetic phonics as a strategy for early reading and early mathematics. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation or professional discussion  **Direct Observation:**  **The student demonstrates:**   * using visual aids and signs in the environment to support emerging mathematics * using bilingual resources * modelling language * using appropriate questioning techniques for age and stage * instigating high-quality, adult-child verbal interactions * using songs, rhymes and storytelling to support emerging mathematics * following children’s leads and giving children time to respond * using an interpreter * 1:1 support.   **Professional Discussion:**  Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 2.4 |
| **Criteria** | Encourage children’s participation by ensuring a balance between adult-led and child-initiated activities. |
| **Assessed skills** | Student demonstrates:   * incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans * providing children with easy access to resources and equipment to accommodate child-initiated play   offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back. |
| **Professional discussion allowed?** | No |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance adult-led and child-initiated activities.  Lacks confidence and/or shows limited or inconsistent ability to appropriately intervene and/or understand when it may be appropriate to step back and enable child initiated play. | Appropriate and consistent ability to select or provide resources to encourage participation and balance adult-led and child-initiated activities.  Consistent confidence to appropriately intervene and/or understand when it may be appropriate to step back and enable child-initiated play. |

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| **Assessment justification** |
| The criteria must be achieved through Direct Observation  **Encourage children’s participation by ensuring a balance between adult-led and child-initiated activities.**  **Student demonstrates:**   * incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans * providing children with easy access to resources and equipment to accommodate child-initiated play * offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 2.5 |
| **Criteria** | Engage in effective strategies to develop and extend children’s learning and thinking. |
| **Assessed skills** | The student demonstrates   * engagement in sustained shared thinking with children * scaffolding skills and knowledge * differentiation of support * using open-ended questioning * encouraging group discussion * creating opportunities for problem solving * facilitating opportunities for peer learning. |
| **Professional discussion allowed?** | No |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited effectiveness in using strategies to develop children’s learning and thinking.  Lacks confidence in engaging with children in a way, which extends their learning and thinking. | Uses appropriate strategies to develop and extend children’s learning and thinking.  Confidence in engaging with children appropriately in ways that extend their learning and thinking. |

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| **Assessment justification** |
| The criteria must be met through Direct Observation:  **Engage in effective strategies to develop and extend children’s learning and thinking.**  **The student demonstrates:**   * engagement in sustained shared thinking with children * scaffolding skills and knowledge * differentiation of support * using open-ended questioning * encouraging group discussion * creating opportunities for problem solving. * facilitating opportunities for peer learning. |

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| **Final mark:** | Click or tap here to enter text. |

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| **Early Years Educator reference** | 2.7 |
| **Criteria** | Support children’s group learning and socialisation |
| **Assessed skills** | The student demonstrates:   * provision for play and learning opportunities that facilitate paired and group socialisation * modelling of and encouragement of positive social skills eg turn-taking * provision of support for children to interact with others at their level of development. |
| **Professional discussion allowed?** | No |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent ability to provide opportunities that support paired and group socialisation during play and learning.  Lacks confidence in modelling and encouraging children’s positive social skills and interactions. | Appropriate and consistent ability to provide opportunities for children that support paired and group socialisation during play and learning.  Appropriately models and encourages children’s positive social skills and interactions with minimal prompting. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children’s group learning and socialisation.**  **Student demonstrates:**   * provision for play and learning opportunities that facilitate paired and group socialisation * modelling of and encouragement of positive social skills eg turn-taking * provision of support for children to interact with others at their level of development. |

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| **Early Years Educator reference** | 2.8 |
| **Criteria** | Model and encourage positive behaviours expected of children |
| **Assessed skills** | The student demonstrates:   * role modelling positive behaviour (respect and courtesy)   appropriate encouragement of expected behaviour through positive reinforcement |
| **Professional discussion allowed?** | No |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent ability to role model positive behaviour to children.  Lacks confidence or is inconsistent in using positive reinforcement to support behaviours expected of children. | Appropriate and consistent ability to role model positive behaviour to children.  Appropriately uses positive reinforcement to support behaviours expected of children with minimal prompting. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Model and encourage positive behaviours expected of children**  **The student demonstrates:**   * role modelling positive behaviour (respect and courtesy) * appropriate encouragement of expected behaviour through positive reinforcement. |

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| **Early Years Educator reference** | 2.9 |
| **Criteria** | Support children to manage their own behaviour in relation to others |
| **Assessed skills** | Student demonstrates:   * actively listening and asking questions to help the child verbalise feelings * helping children to find strategies to manage their emotions and behaviour * supporting children to deal with their own behaviour in relation to others |
| **Professional discussion allowed?** | No |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent ability to actively listen to and question children to support verbalisation of feelings.  Lacks confidence or inconsistent when supporting children to manage own emotions and deal with their own behaviour in relation to others. | Appropriate and consistent ability to actively listen to and question children to support verbalisation of feelings.  Confidence to support children appropriately to manage own emotions and deal with their own behaviour in relation to others. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation:  **Support children to manage their own behaviour in relation to others:**   * actively listening and asking questions to help the child verbalise feelings * helping children to find strategies to manage their emotions and behaviour * supporting children to deal with their own behaviour in relation to others. |

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| **Early Years Educator reference** | 5.1, 5.2, 5.5, 5.7, 5.8, 5.9, 5.9 records in relation to health, safety and security, medication, accidents, daily registers |
| **Assessed skills** | Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.  Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.  Carry out risk assessment and risk management in line with policies and procedures.  Understand how to respond to accidents and emergency situations.  Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:   * domestic * neglect * physical * emotional * sexual. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| The student has limited knowledge of safeguarding and welfare requirements. The student is able to identify different types of abuse | The student knows the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.  The student knows how to respond to accidents and emergency situations.  The student is able to carry out risk assessment for risk management in line with policies and procedures.  The student is aware of safeguarding policies and procedures including child protection, and can explain when a child is in danger or at risk from abuse and how to act to protect them.  Types of abuse to include:   * domestic * neglect * physical * emotional * sexual.   The student can explain policy and procedure in relation to keeping children safe and protecting them in line with own responsibilities dealing with accidents and emergency situations and can apply this knowledge appropriately. The student demonstrates sufficient working knowledge of how to undertake risk assessment, health and safety (accidents and incidents, security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality.  Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.  The student is aware of different types of abuse to include:   * domestic * neglect * physical * emotional * sexual. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion:  **Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children** (via professional discussion)  **Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children** (via direct observation and complemented by professional discussion as appropriate).  **Carry out risk assessment and risk management in line with policies and procedures** (via direct observation).  **Professional Discussion:**  Understand how to respond to accidents and emergency situations  Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:   * domestic * neglect * physical * emotional * sexual. |

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| **Early Years Educator reference** | 5.3, 5.4, 5.9 dietary needs record |
| **Criteria** | Plan and carry out care routines for children. |
| **Assessed skills** | Student demonstrates:   * routine care suitable to age/stage of development and individual needs of children * consistency of care in line with setting policies and procedures * regard for children’s privacy, dignity and independence during care routines * promoting healthy lifestyles * physical care routines * maintaining records of special dietary needs.   Understand why health and well-being is important for babies and children and promote healthy lifestyles. |
| **Professional discussion allowed?** | Yes to complement knowledge required for criteria 5.4 |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistentability to carry out children’s care routines in line with setting procedures.  Inconsistent or limited ability to support and maintain children’s privacy, dignity and independence within care routines. | Appropriate and consistent ability to carry out children’s care routines in line with setting procedures, including maintaining records of children with special dietary needs.  Consistent appropriate support is demonstrated to maintain children’s privacy, dignity and independence within care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion as identified:  **Plan and carry out care routines for children**  **Student demonstrates:**   * routine care suitable to age/stage of development and individual needs of children * consistency of care in line with setting policies and procedures * regard for children’s privacy, dignity and independence during care routines * promoting healthy lifestyles * physical care routines * maintaining records of special dietary needs.   **Understand why health and well-being is important for babies and children** (via professional discussion) and **promote healthy lifestyles** (via direct observation). |

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| **Early Years Educator reference** | 5.6 |
| **Criteria** | Undertake tasks to ensure the prevention and control of infection. |
| **Assessed skills** | Student demonstrates understanding of setting policies and procedures related to prevention and control of infection which must include:   * handwashing * personal hygiene * food hygiene * clearing up waste/spillages and disposing of them safely * use of correct equipment * isolation and exclusion * using correct personal protective equipment * knowledge of common childhood illnesses and immunisation. |
| **Professional discussion allowed?** | Yes - to achieve common childhood illnesses and immunisation and isolation and exclusion periods. |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited or inconsistent ability to follow setting policies and procedures related to prevention and control of infection without prompting. | Appropriate consistent ability to follow setting policies and procedures related to prevention and control of infection, leading by example and with effective use of initiative. Areas covered must include:   * handwashing * personal hygiene * food hygiene * clearing up waste/spillages and disposing of them safely * use of correct equipment * isolation and exclusion * using correct personal protective equipment * knowledge of common childhood * Illnesses and immunisation. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation and professional discussion where indicated**:**   * **handwashing** * **personal hygiene** * **food hygiene** * **clearing up waste/spillages and disposing of them safely** * **use of correct equipment** * **isolation and exclusion** * **using correct personal protective equipment.**   **Professional Discussion**  Knowledge of common childhood illnesses and immunisation.  Isolation and exclusion periods. |

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| **Early Years Educator reference** | 3.5, 6.1 |
| **Criteria** | Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress.  Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers |
| **Assessed skills** | * The student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include:   + maintaining effective and on-going communication to discuss child’s progress   + sharing knowledge, expertise and experience   + arranging and attending regular meetings to review and revise progress   + fulfilling own professional responsibilities   + when parents drop off/collect children   + after carrying out planned/spontaneous observations   + ahead of parent meetings   + during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams |
| **Professional discussion allowed?** | Yes - through a follow up discussion, student demonstrates understanding of:   * sharing progress and next steps in the setting with the key person, colleagues, parents and carers |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.  Limited or partially accurate examples are given of agencies/professionals practitioners may need to work with and why/when. | Appropriate understanding is shown of collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression.  Accurate examples are given of agencies/professionals practitioners may need to work with and why/when. |

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| **Assessment justification** |
| The criteria must be met in full through direct observation and professional discussion:  **Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.**  **Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.**  **Direct Observation:**   * Student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include:   + maintaining effective and on-going communication to discuss child’s progress   + sharing knowledge, expertise and experience   + arranging and attending regular meetings to review and revise progress fulfilling own professional responsibilities   + when parents drop off/collect children   + after carrying out planned/spontaneous observations   + ahead of parent meetings   + during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams   **Professional Discussion:**   * Discuss sharing progress and next steps in the setting with the key person, colleagues, parents and carers. |

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| **Early Years Educator reference** | 6.2 |
| **Criteria** | Work in partnership with parents and/or carers to help them to recognise and value the significant contributions they make to their own child’s health, wellbeing, learning and development. |
| **Assessed skills** | Student demonstrates understanding of working in partnership with parents and/or carers to support them to recognise and value the significant contributions they can make to their child’s health, well-being, learning and development in at least two of the following ways:   * when settling their child in or supporting through a transition * when discussing their child’s physical or emotional care needs * when discussing their child’s interests, experiences and preferences * when sharing information about their child’s learning or development * when sharing information about required adjustments, interventions and support for their child. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited understanding is shown of ways to work in partnership with parents and/or carers to support them to recognise and value their own contribution to their child’s health/well-being or learning and development.  Limited understanding of how to communicate appropriately with parents/carers the significance of their contributions as their child’s primary carers and educators. | Appropriate understanding is shown of at least two ways to work in partnership with parents and/or carers to support them to recognise and value their own contribution to their child’s health/well-being or learning and development.  Understanding of how to communicate appropriately with parents/carers the significance of their contributions as their child’s primary carers and educators. |

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| **Assessment justification** |
| The criteria must be achieved in full through direct observation and professional discussion:  **Work in partnership with parents and/or carers to help them to recognise and value the significant contributions they make to their own child’s health, well-being, learning and development.**  **Student demonstrates understanding of:** working in partnership with parents and/or carers to support them to recognise and value the significant contributions they can make to their child’s health, wellbeing, learning and development in at least two of the following ways:   * when settling their child in or supporting through a transition * when discussing their child’s physical or emotional care needs * when discussing their child’s interests, experiences and preferences * when sharing information about their child’s learning or development * when sharing information about required adjustments, interventions and support for their child. |

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| **Early Years Educator reference** | 3.2 partial, 6.3 |
| **Criteria** | Encourage parents and/or carers to take an active role in the child’s play, learning and development. |
| **Assessed skills** | Student takes opportunity to encourage parents and/or carers to be actively involved in children’s play learning and development using at least one of the following:   * when parents drop off/collect children   after carrying out planned/spontaneous observations (partial 3.2)  during stay and play, settling in or similar sessions where parents are participating   * ahead of parent meetings * during planning meetings with colleagues and other practitioners including multi-disciplinary teams. |
| **Professional discussion allowed?** | Yes |

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| **Assessor judgement guidance** | |
| **Working towards competence** | **Competence** |
| Limited ability to engage appropriately with parents and/or carers to encourage them to take an active role in the child’s play, learning and development.  Professional discussion if required.  Limited understanding of opportunities and ways to engage appropriately with parents and/or carers to encourage them to take an active role in the child’s play, learning and development. | Appropriately engages with parents and/or carers to encourage them to take an active role in the child’s play, learning and development.  Professional discussion if required.  Appropriate understanding of opportunities and ways to engage appropriately with parents and/or carers to encourage them to take an active role in the child’s play, learning and development. |

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| **Assessment justification** |
| The criteria must be achieved through direct observation and professional discussion:  **Encourage parents and/or carers to take an active role in the child’s play, learning and development**  **Student takes opportunity to encourage parents and/or carers to be actively involved in children’s play learning and development using at least one of the following:**   * when parents drop off/collect children * after carrying out planned/spontaneous observations * during stay and play, settling in or similar sessions where parents are participating * ahead of parent meetings * during planning meetings with colleagues and other practitioners including multi-disciplinary teams. |

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Owner: Head of Assessment Design

## Change History Record

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| Version | Description of change | Approval | Date of Issue |
| v1.0 | Published draft version |  | April 2020 |
| v2.0 | Published final version |  | 01 September 2020 |
| v3.0 | T Level branding updated |  | December 2020 |
| v3.1 | Version, branding and formatting final updates |  | March 2021 |
| v3.2 | NCFE rebrand. |  | September 2021 |
| V3.3 | Fillable form elements added |  | November 2021 |